DOCUMENT RESUME

ED 232 470 FL 013 845

AUTHOR Hart, Bridget H.
TITLE English as a Second Language: Modules for Teaching.
PUB DATE [82]
NOTE 82p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *English (Second Language); *Lesson Plans; Secondary Education; Second Language Instruction; Teaching Methods

ABSTRACT

Sixteen oral lessons for teaching beginning English as a second language are presented. The lessons were developed to teach small groups of adolescents. The lessons are each self-contained and include noun picture cards, a vocabulary game, opposites, teacher commands, expanding sentences, pronouns, and vowel sounds. The picture card lessons can be duplicated and used as flash cards. Teaching hints and a chart of 333 verbs in three tenses are provided. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232470

ENGLISH AS A SECOND LANGUAGE:

Modules for Teaching

Bridget H. Hart

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bridget Hart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL013845

ENGLISH AS A SECOND LANGUAGE

Modules for Teaching

Table of Contents

Hints for Teaching	1-2
100 Noun Picture Cards	3-23
LINGO: A Game of Vocabulary	24-53
30 Digraph Picture Cards	54-59
Opposites	60
Instruction Words	61
Teacher Commands	61
Expanding Sentences	62
Pronouns	63
Pronoun Chart	64
Pronoun Drill Sentences	65
Troublesome Vowel Sounds	66
Check-up for Oral Comprehension	67
If Sentences	68
From Sentences and Pictures	69
Why, What, Who, When, Where	70-71
Pronoun/Verb "to be" Chart	72
333 Verbs in Three Primary Tenses: A Reference	73-79

ENGLISH AS A SECOND LANGUAGE: HINTS FOR TEACHING

Bridget H. Hart

HAND SIGNALS should be used constantly in the beginning, and in the same context each time. The teacher should devise signals so they will be spontaneous and consistent as s/he talks. Important words that need hand signals are yesterday, today, tomorrow, more (as in "say more" or make a longer sentence"), correct answer, give me an answer.

The teacher should be sure to ASK QUESTIONS TO WHICH THE ANSWER IS ALREADY KNOWN in order that the correct response may be taught to the student.

HAVING A STUDENT READ from a simple book does not necessarily mean that the student comprehends what is being read. The student may be making sounds that are understood only by the teacher.

Use of a small hand mirror may help the student to pronounce DIFFICULT SOUNDS. Teacher should model the lip movements while the student watches and then tries to emulate the same movements. In the beginning the teacher should not expect perfect enunciation. After the student becomes more comfortable in the new surroundings, s/he will be more receptive to speech correction.

Very early in the course the student should learn HELPFUL PHRASES such as Where is the restroom?, How do you say...?, I don't understand, What is that?, Will you help me?, and Pardon?

Comprehension of SAFETY WORDS should be taught early. Some of these words are poison (which is usually accompanied by a picture of the skull and crossbones or the new "yuk" face), danger, exit, fire, and police.

The CALENDAR may be used for introducing past, present and future tenses, plus vital words such as yesterday, today, tomorrow, last week, this week, next week, last month, this month, next month, day-before-yesterday, day-after-tomorrow, last year, this year, next year. The same hand signals may be used for all past tenses, the same signal for all present tenses, and the same signal for all future tenses.

Teaching OPPOSITES doubles the number of descriptive words and phrases which may be taught in a given time.

PREPOSITIONS may be taught with the use of small, handy objects (the pencil is over the book, under the book, beside the book).

BODY PARTS should be taught, large parts first, then detail parts.

COMMAND WORDS which will be beneficial include point, write, draw, stand, sit, circle, read, study, hop, skip, throw, run, shake hands, etc.

The QUESTION WORDS, why, where, when, what, which, will require many demonstrations.

PRONOUNS are important for the non-English-speaking student since the pronoun is widely used in English. (In some languages there is no word for "it" and no distinction between "him" and "her".) A chart showing subjective pronouns on the left and objective pronouns on the right should be made for the student to use as a reference.

When asking "DO YOU UNDERSTAND?", the teacher will be more assured of understanding if s/he requires the student to demonstrate. The words "SHOW ME" should frequently be used.

A list of REGULAR VERBS in three tenses and a different list of IRREGULAR VERBS should be issued to each student when s/he is ready.

Some languages contain no upper/lower case, and therefore have no capital letters. Students who use those languages may frequently fail to capitalize properly when writing in English.

Because English contains so many words for the same action, the teacher must be consistent when saying things such as Give me the book. There are also Hand me the book, and Pass me the book. Other examples of this are Lay the book on the table, Put the book on the table, and Place the book on the table.

Many MATH SYMBOLS are the same in other languages as they are in English; therefore, students may be taught the meanings of several English words by the use of these symbols. The equal sign can be used to demonstrate means the same as... The addition sign can be used to demonstrate more, add, and plus. The infinity sign may demonstrate always or forever and the zero may demonstrate none or all gone.

The NUMBER SYSTEM may seem the same in English as it is in the student's native language, but in some cases it changes slightly in some areas. Caution must be taken concerning page numbers and math computations.

TEACHER TALK should be kept to a minimum in order to stimulate verbalizing by the student.

SMILES mean the same in any language.

cake mix

parking meter

towel

ax

saw

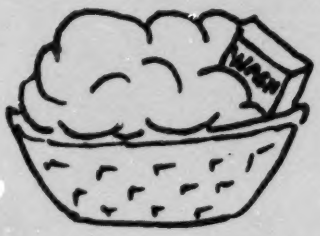
gasoline can

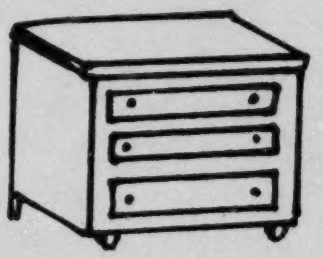
jack

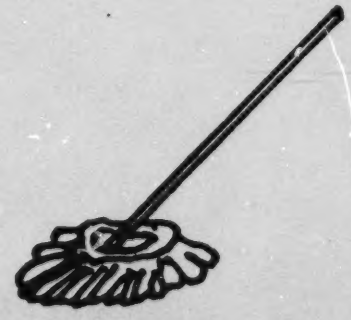
fire

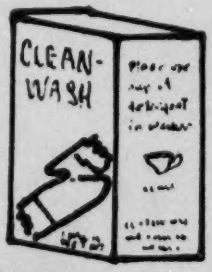
garbage can

hose


WASH






CLEAN-
WASH

pitcher

glass

laundry

salt

dresser

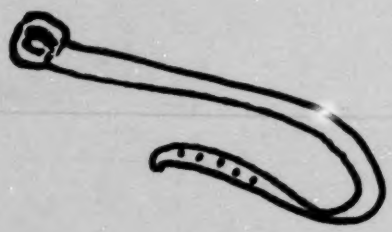
table

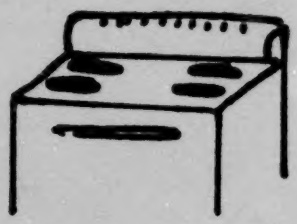
soap

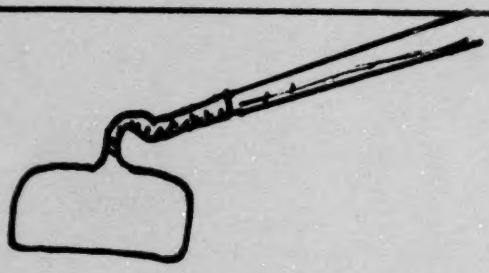
jar

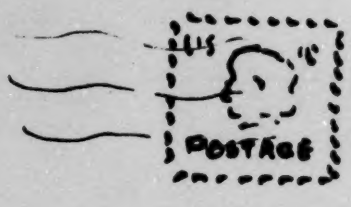
detergent

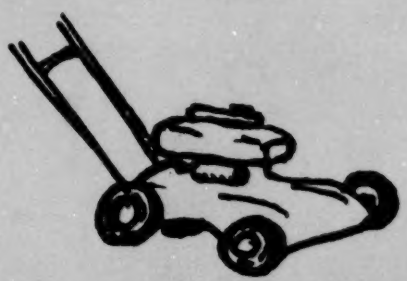
mop








POSTAGE



belt

tire

glove

stove

hoe

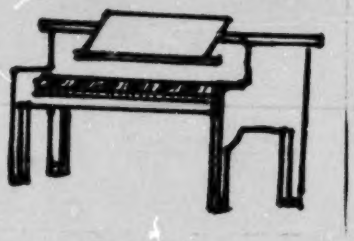
lock

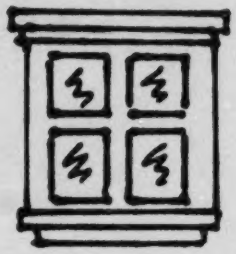
stamp

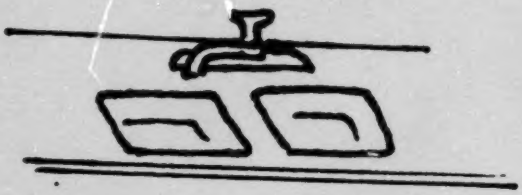
broom

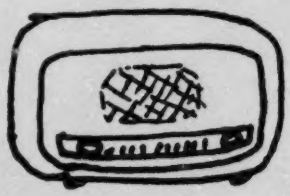
highway

lawn mower









window

piano

pillow

sink

lamp

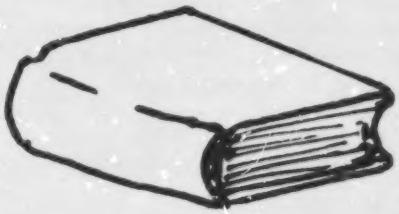
fan

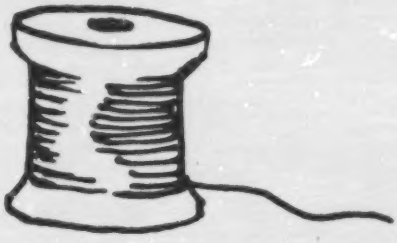
candle

pail

purse

radio





needle

comb

thread

book

dust pan

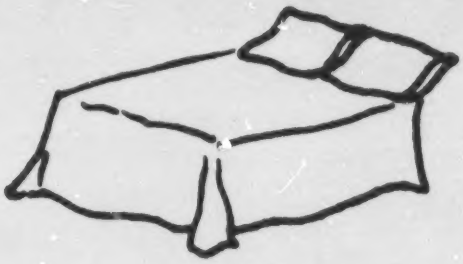
hammer

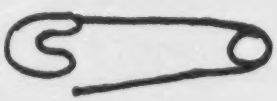
telephone

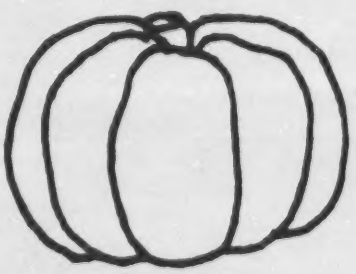
nail

ladder

key







can

bed

rake

rope

matches

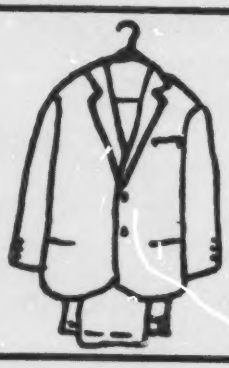
pin

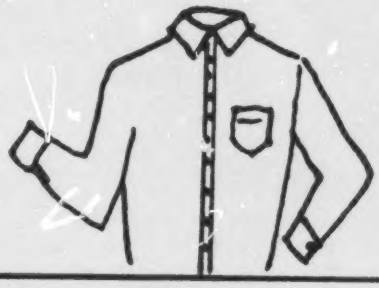
bananas

lemons

pumpkin

ice cream





shoes

watch

suit

jacket

shirt

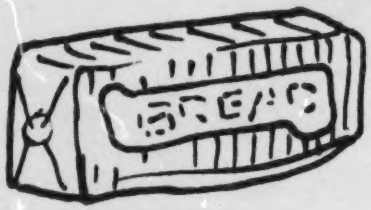
dress

coat

hat

vest

socks


BREAD

pear

beets

pie

bowl

fork

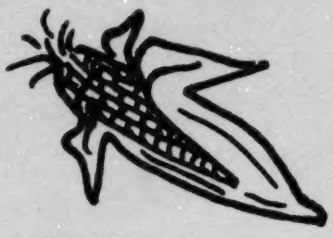
spoon

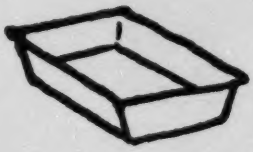
bread

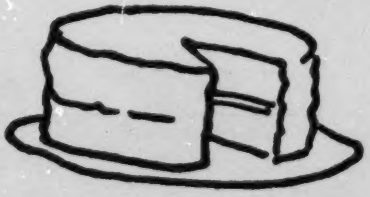
knife

clock

plate







corn

cup

fish

cookies

meat

milk

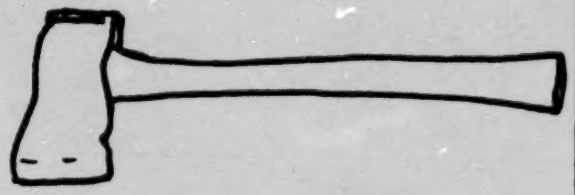
carrots

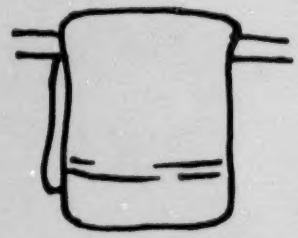
pan

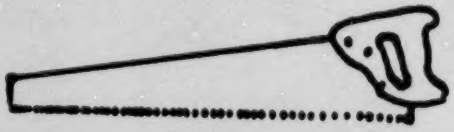
tomato

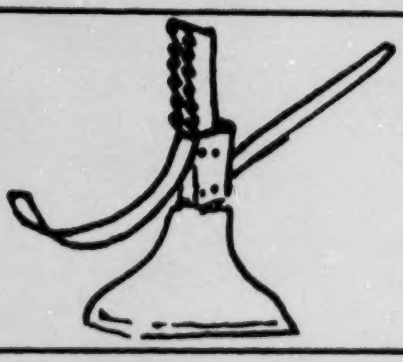
cake

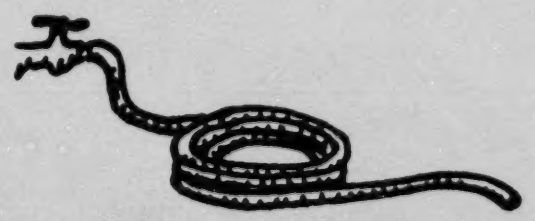
CAKE

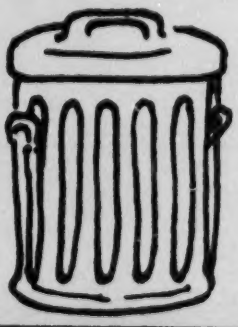












cake mix

parking meter

towel

ax

saw

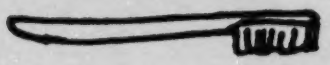
gasoline can

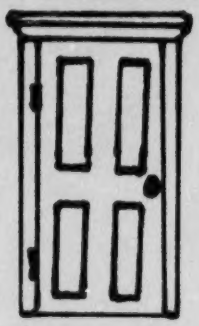
jack

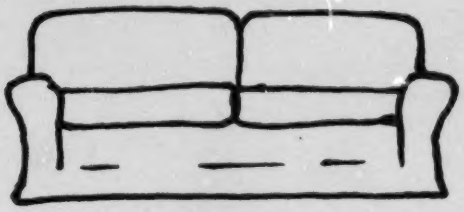
fire

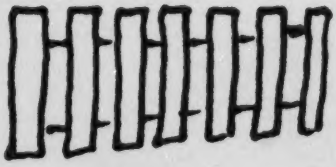
garbage can

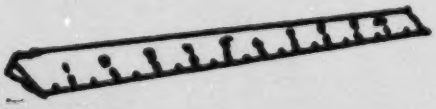
hose











door

toothbrush

couch

chair

fence

paint brush

light bulb

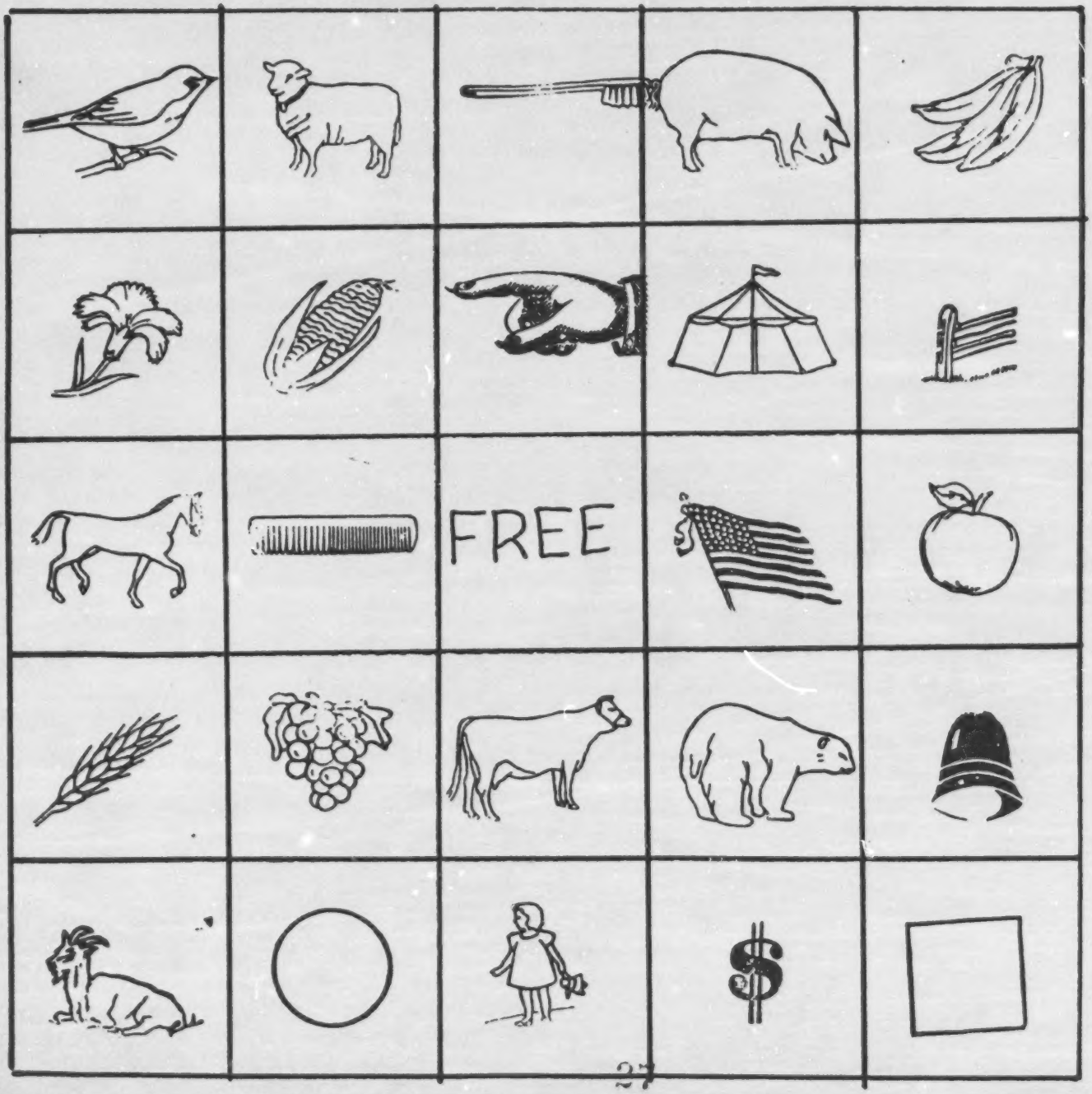
screw

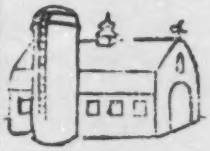
ruler

paint

LINGO: A Game of Vocabulary

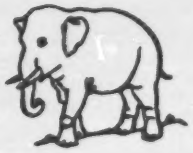
Played like Bingo or Lotto, the game of LINGO consists of 56 calling cards and 30 different playing cards. Each calling card is simply a picture card which the teacher may label appropriate to the locale in which the students reside. After the students have learned all the simple names of each picture, the teacher may want to call out the definition of the noun pictured, thereby expanding the vocabulary already learned. This game works extremely well in expanding the vocabulary of students native to America. By using the definitions (such as bovine instead of cow, a fabric dwelling instead of tent, etc.), the primary child will quickly learn many new words.

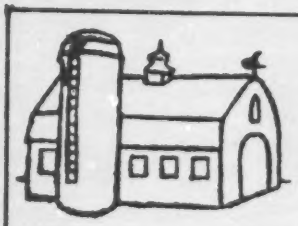


MR. S				
				
		FREE		

1

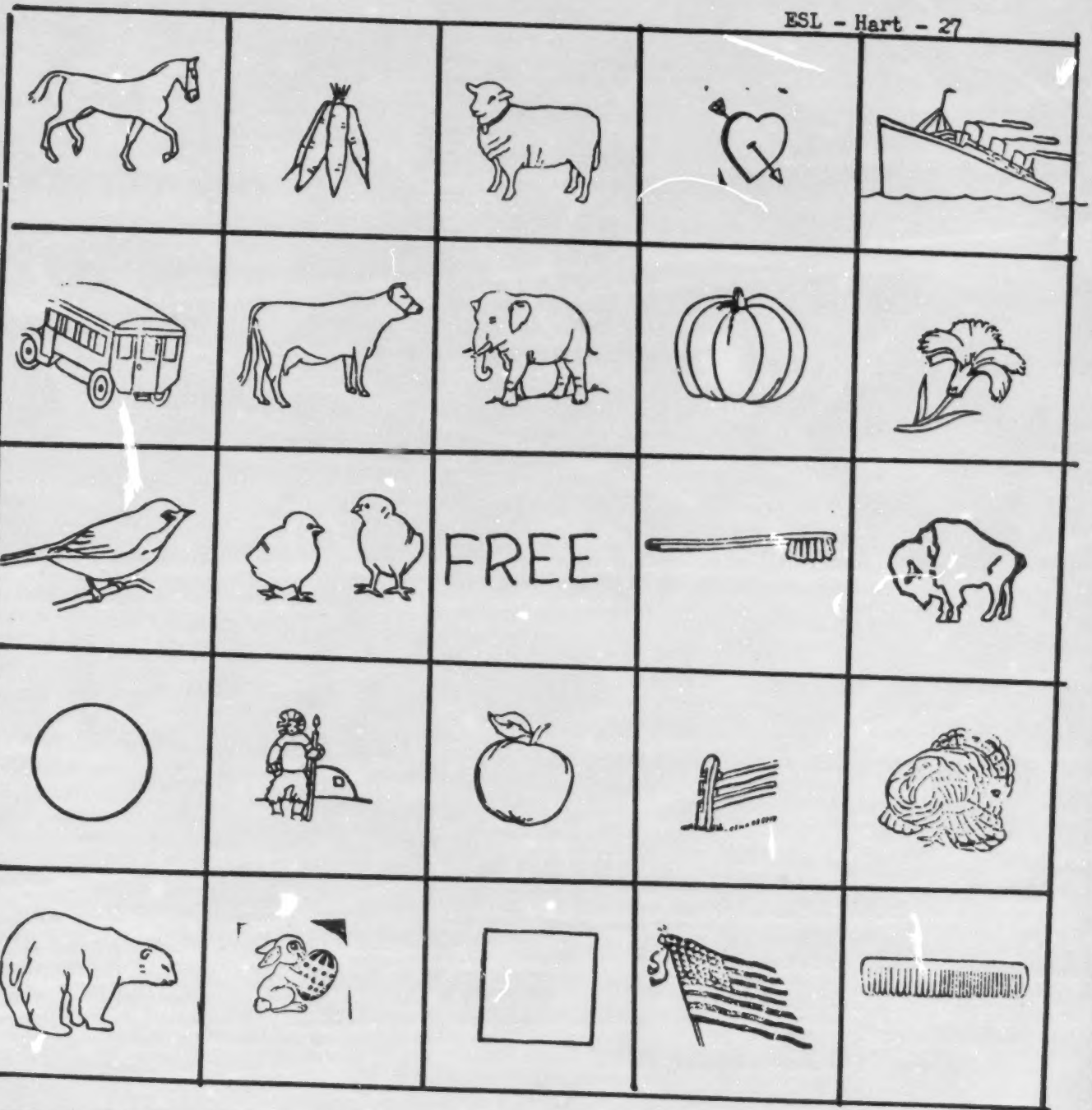
2

		FREE		
				



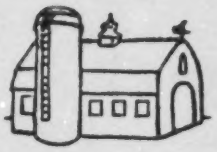
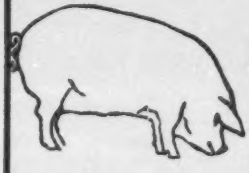
3

4



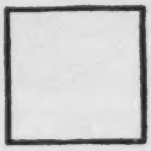
5

6

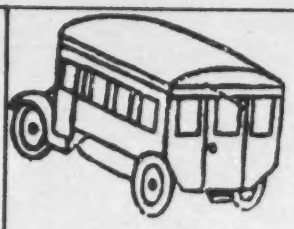
MAR - 5				
		FREE		
				

7

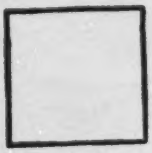
8

			MAR 5	
	FREE			

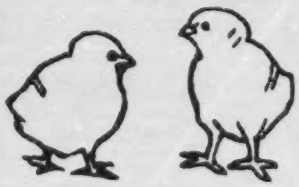
9



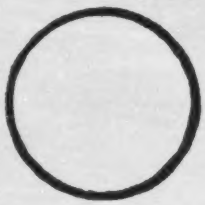
10

	FREE			
				

11

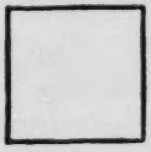
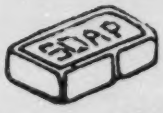


12



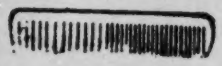
13

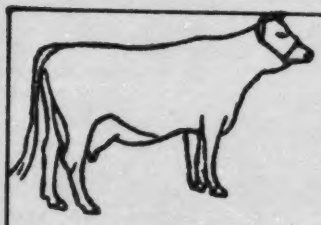
14

		FREE		
				
				

15

16

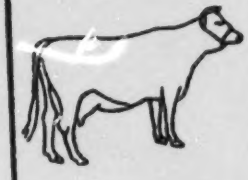
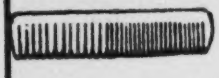
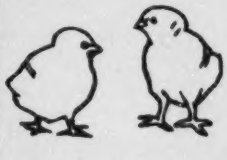
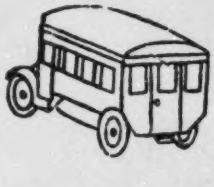
				
		FREE		

 17	MAR . 5 18

MAR 5				
		FREE		

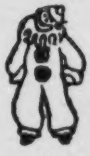
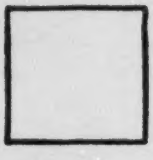
19

20

				
		FREE		
				
				

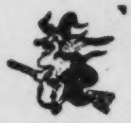
21

22

		FREE		
				

23

24

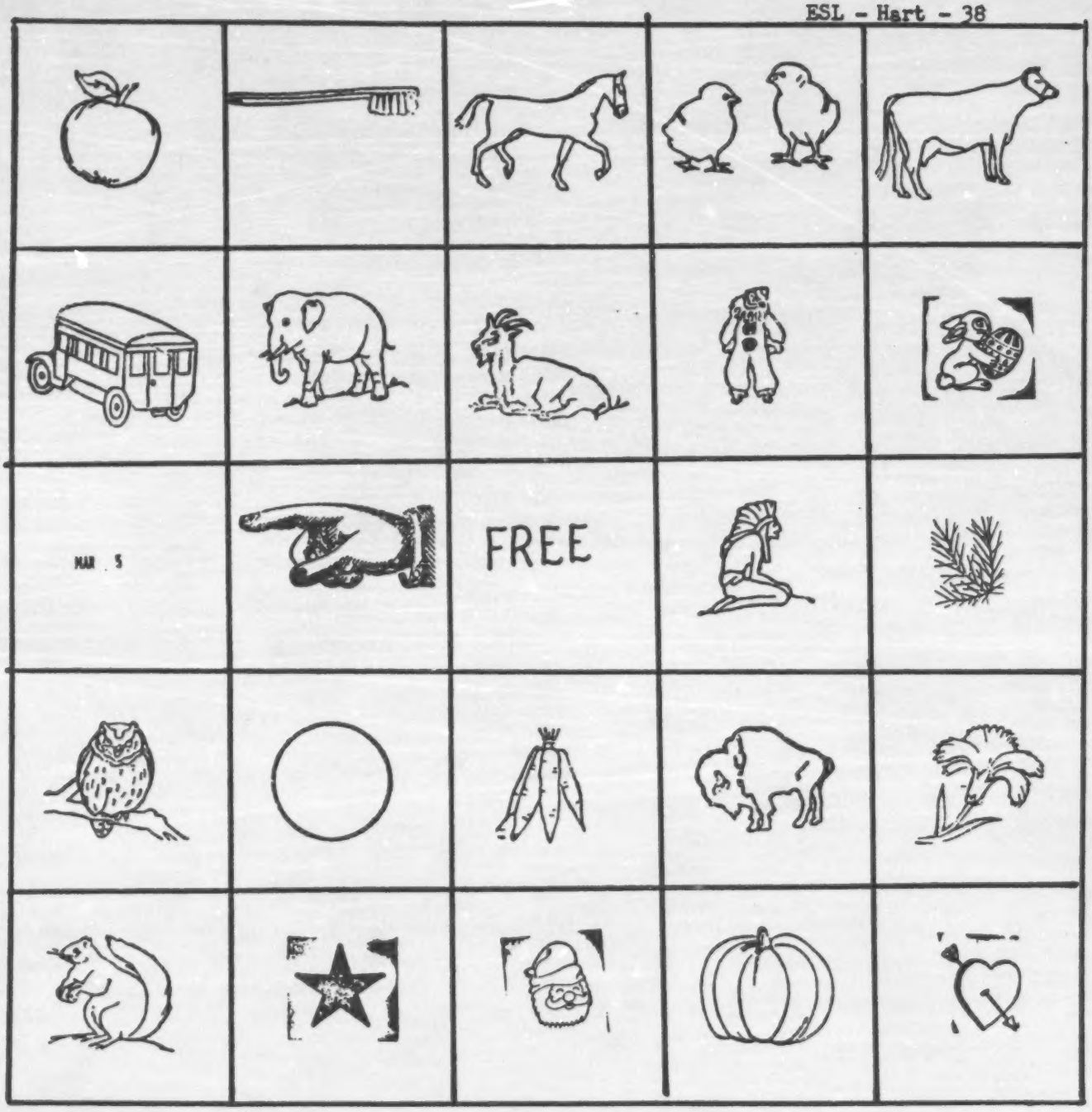


FREE

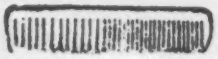
MAR 5

25

26


FREE

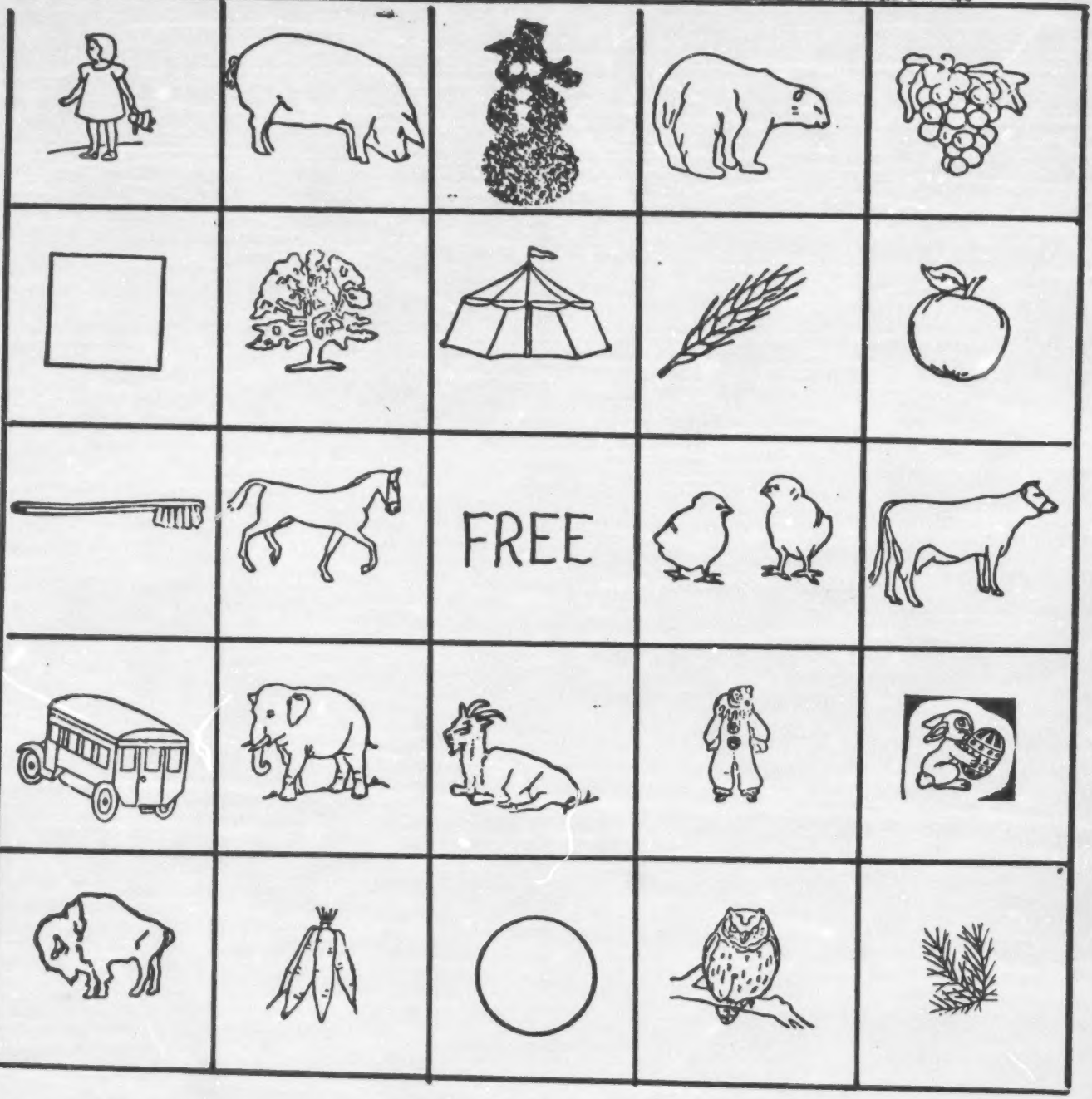
27
28

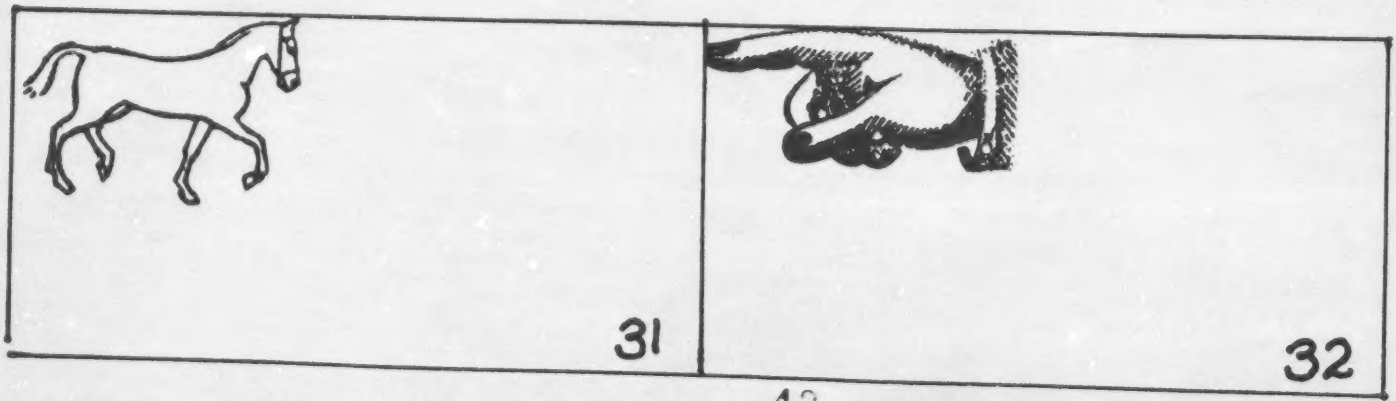


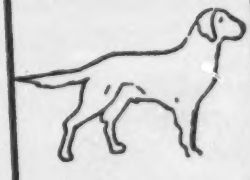
FREE

29

30

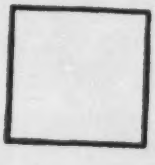
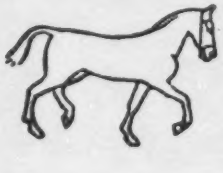

FREE


31
32

		MAR 5		
		FREE		
				

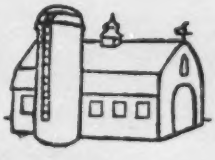
33

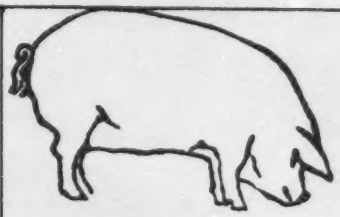
34

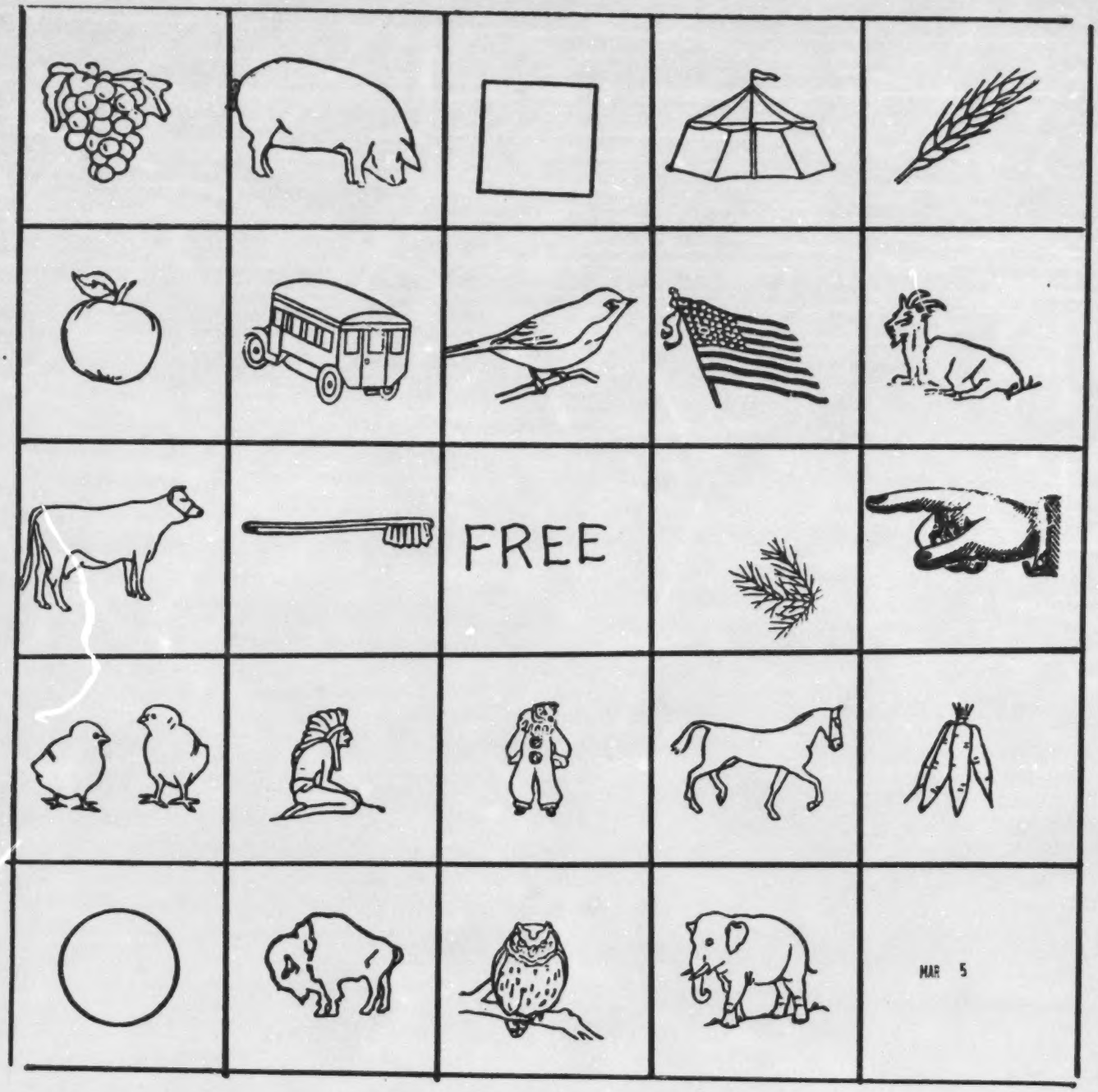
		FREE		
				

35

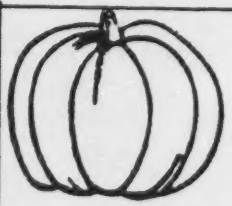
36



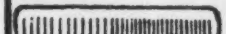
37

38



39

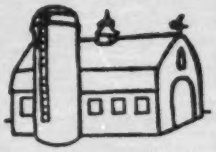


40

		FREE		

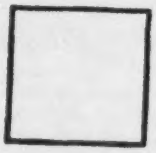
41

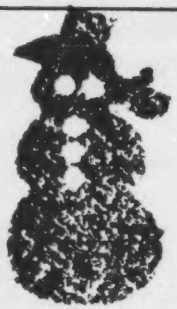
42

				
		FREE		

43

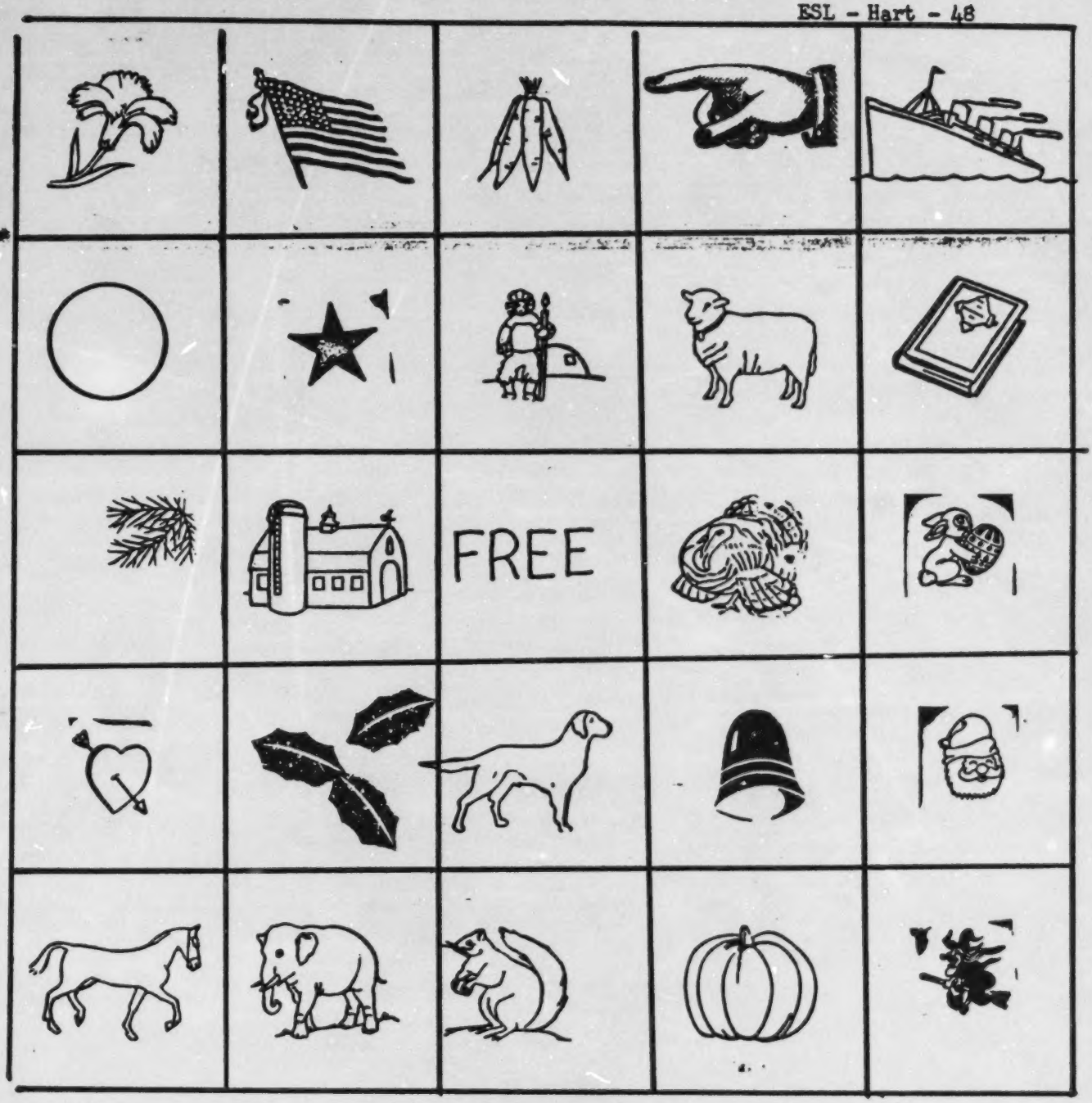
44

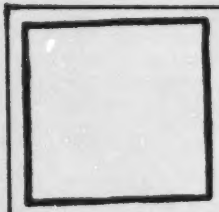
		FREE	MAR . 5	
				



45

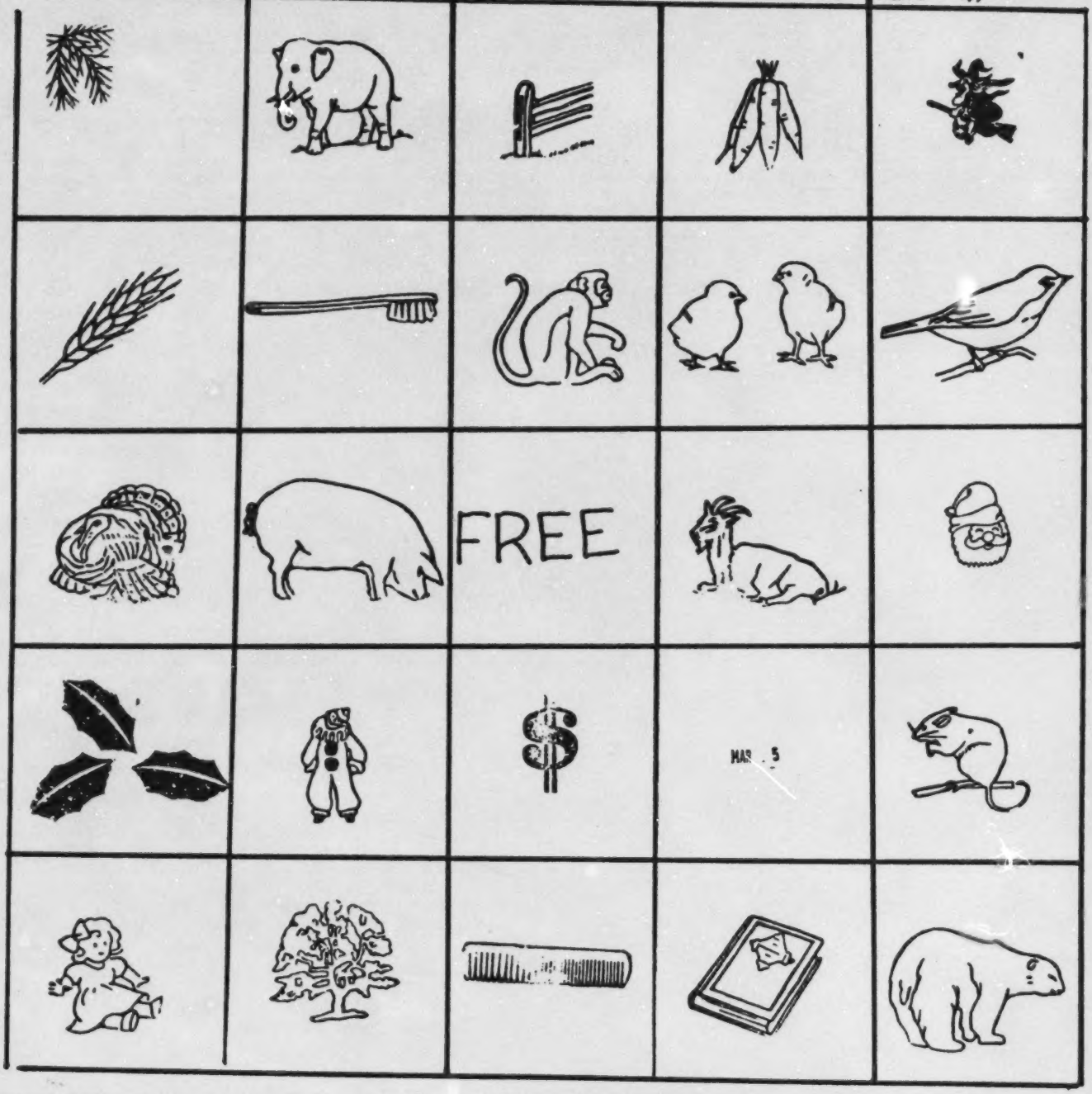
46





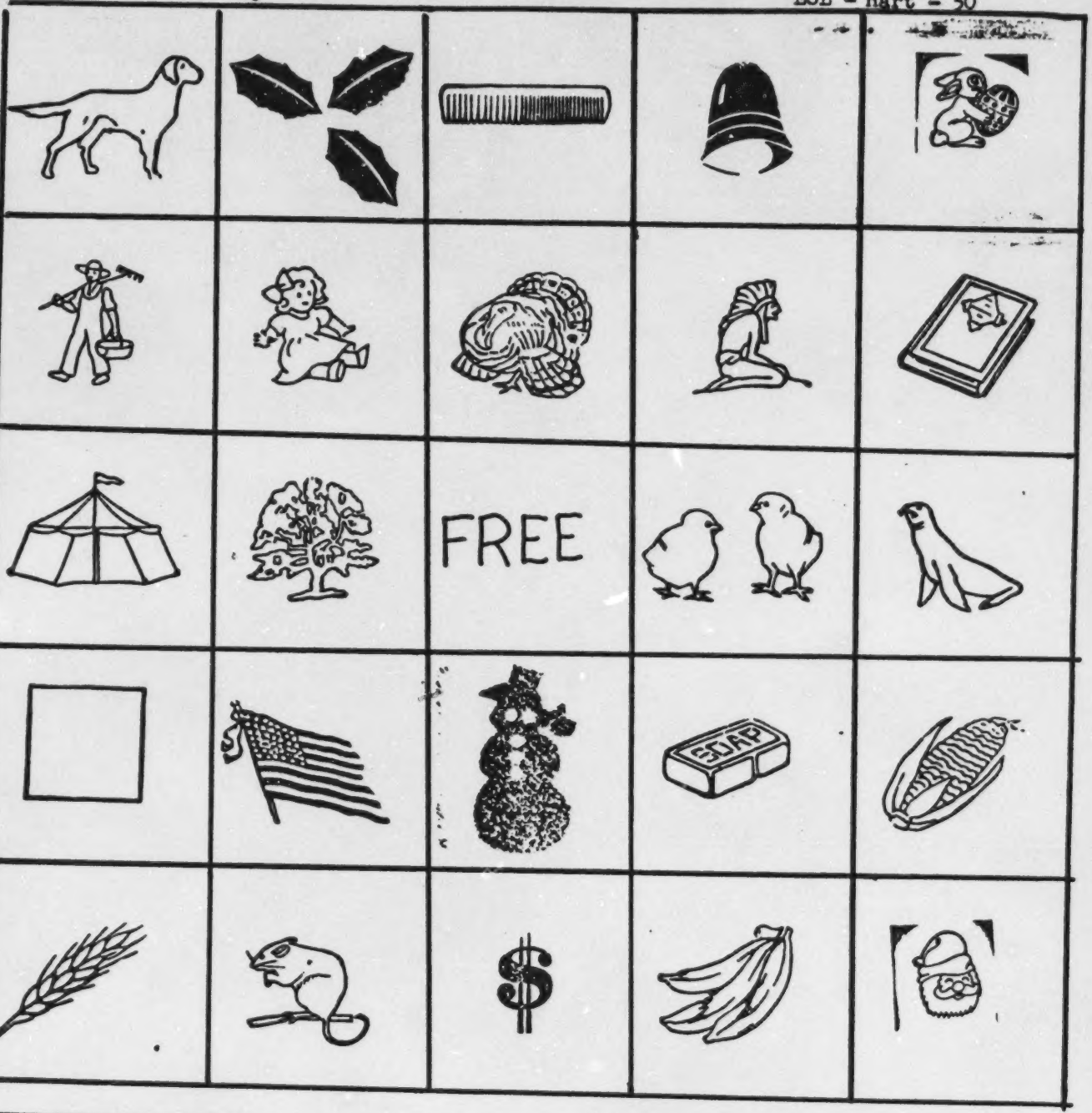
47

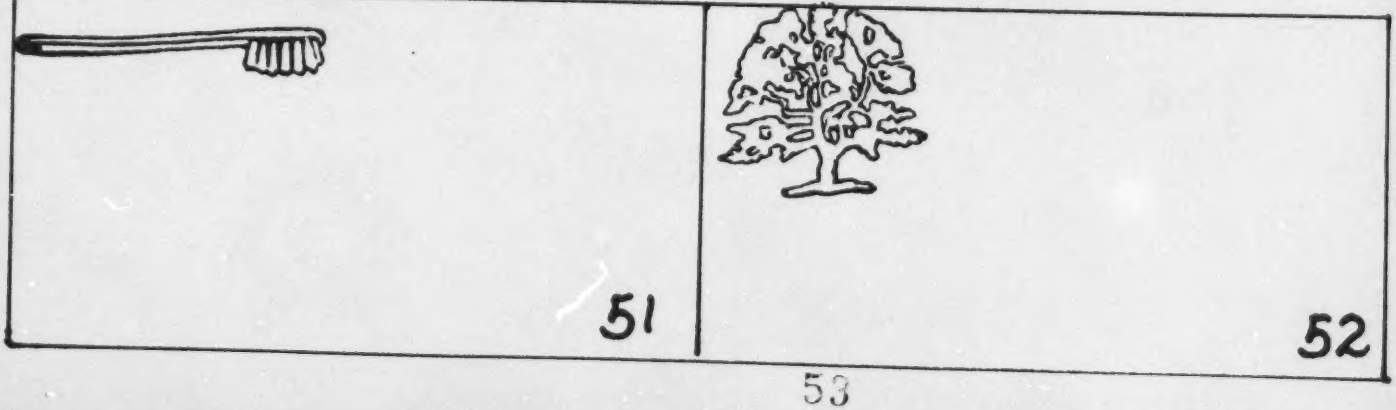
48

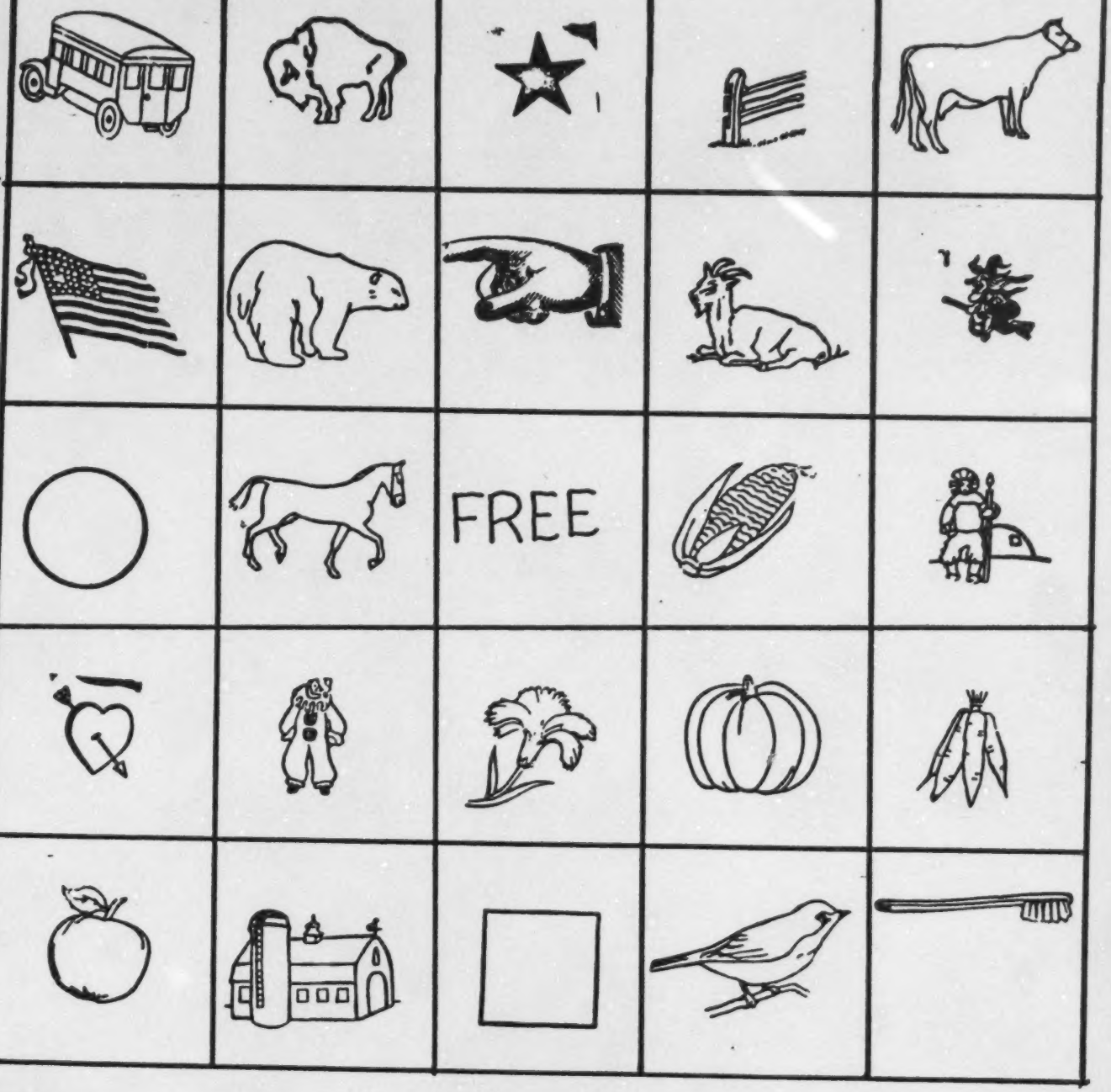


49

50

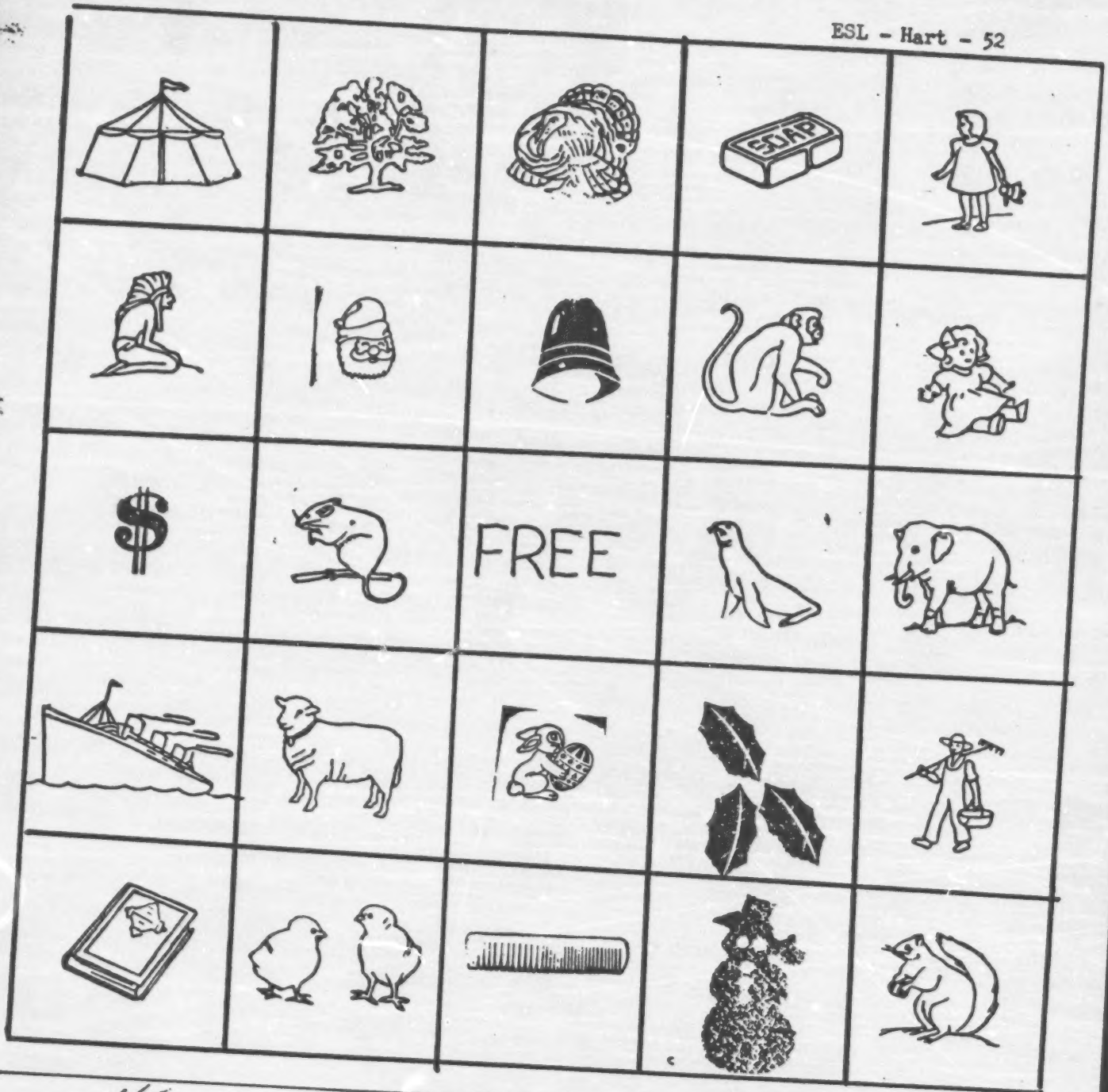

FREE
SOAP


51
52



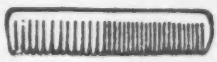
53

54



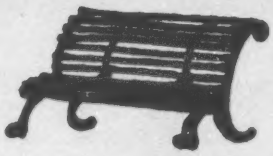
55

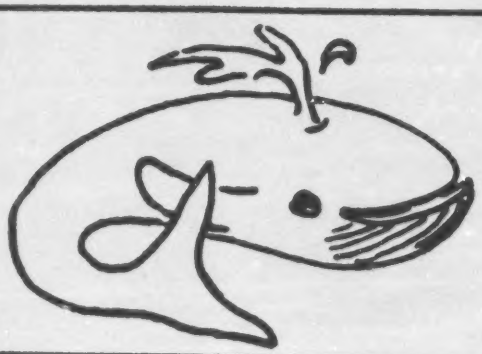
56

		FREE		
				

30 DIGRAPH PICTURE CARDS

Using tagboard, duplicate onto back of word page and cut for flashcards.





wishbone

bench

brush

whale

flashlight

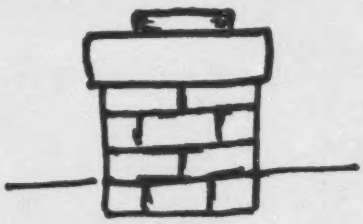
shelf

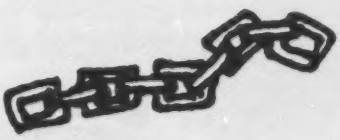
whistle

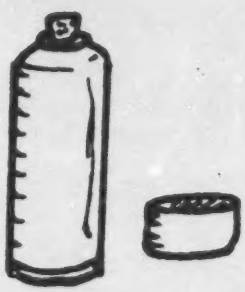
shell

whip

thimble







match

paint brush

chimney

ship

tooth

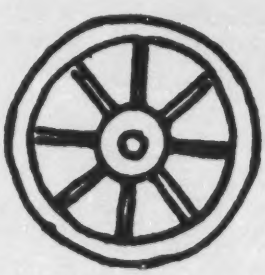
chain

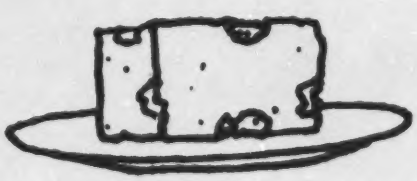
thermos

teeth

cherries

fish





peach

dishes

chicken

sandwich

witch

church

cheese

wheel

sheep

thumb

OPPOSITES

While teaching opposites, the teacher will need to create hand signals to accompany as many words as possible.

After several opposites have been thoroughly taught, the teacher may explain to the students that these words are called "opposites." There will be many instances when the teacher will have to refer to the word "opposite" while teaching new words and phrases.

in	out	open	closed
up	down	young	old
near	far	modern	ancient
over	under	new	old
weak	strong	first	last
to	from	beginning	ending
close to	away from	start	stop
into	out of	question	answer
come	go	right	wrong
come here	go away	right	left
easy	hard, difficult	alike	different
alive	dead	opposite	same
long	short	work	play
soft	hard	light	dark
buy	sell	daytime	nighttime
wet	dry	more	less
all the time	never	before	after
loud	quiet	better	worse
sick	well	forward	backward
ill	healthy	live	die
whisper	shout, yell	awake	asleep

INSTRUCTION WORDS

The following instruction words should be demonstrated daily by the teacher until they are mastered.

trace	read	circle
print	draw	follow
answer	question	beginning
ending	middle	letter
directions	number	words
pictures	names	sentence
line	story	sound
change	paragraph	use
right	left	same

TEACHER COMMANDS

Props needed: any book, a pencil, a blank sheet of paper

Get out your book.

Open your book to page ___.

Write your name on your paper.

Pass your paper to me.

Close your book.

Pick up your pencil.

Hand me your book.

Hold up your pencil.

Lay your pencil on the table.

Pick up a different pencil.

Come and get your book.

EXPANDING SENTENCES

(Opposites should precede this lesson.)

The teacher presents a picture, makes an oral statement concerning the picture, and student repeats. At some point during the procedure the student should try to make a statement without assistance. The following are examples which might accompany two separate pictures.

This is a horse.

The horse is strong.

The strong horse is brown.

The strong, brown horse is big.

The big, strong, brown horse has white feet.

The big, strong, brown horse has four white feet.

The big, strong, brown horse can run on his four white feet.

The big, strong, brown horse can run and jump on his four white feet.

The big, strong, brown horse can run fast and jump high on his four white feet.

These are kittens.

The kittens are gray and white.

The gray and white kittens are little.

The little gray and white kittens are soft.

The soft, little gray and white kittens are pretty.

The pretty, soft, little gray and white kittens are hungry.

The pretty, soft, little gray and white kittens are hungry and sleepy.

The hungry little kittens are crying.

PRONOUNS

Place accompanying chart with stick people and dog in view of the students. Pointing to the chart, explain exactly what persons are included in each pronoun.
Write the following on the board:

I _____ me.

He _____ him.

She _____ her.

It _____ it.

We _____ us.

They _____ them.

You _____ you.

Say the example sentences below while pointing to each appropriate pronoun in the chalkboard list.

I like it. (For "it" pantomime petting a dog or point to a table, desk, etc.)
I like you.
I like them.
I like her.
He likes me.
She likes you.
He likes her.
She likes him.
It (the dog) likes me.
We like him.
We like you.
You like him.
You like them.
We like her.
They like him.
They like us.
They like you.

Use other verbs such as <u>see</u>, <u>hear</u>, <u>watch</u>.

PRONOUNS

(Accompanying sentence examples on page 63.)
ESL - Hart - 64

I _____ me.

He _____ him.

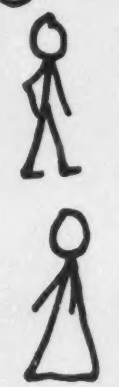
She _____ her.

It _____ it.

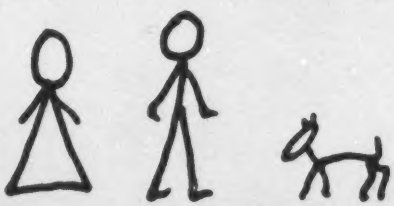
We _____ us.

They _____ them.

You _____ you.



You _____ you.



You _____ you.

PRONOUNS

See the car. It is here. (Teacher says, "What does 'it' mean?)

Ann rides in the car. She likes to ride.

John is my father. He is a man.

You and I study English. We like to study English.

See the cat. Feed it.

Ann rides in the car. John is riding her in the car.

John is my father. I love him.

The monkey jumped. We saw him.

John and Ann ride in the car. They like to ride

John and Ann ride in the car. We saw them.

We will have a party. It will be fun.

Ann is in the car. I see her.

John and I ride in the car. We like to ride.

John and you ride in the car. You like to ride.

You and John ride in the car. You like to ride in it.

John is a good man. He likes you and me. He likes us.

See the cat. I like him. He is a boy cat.

See the mother cat. I like her.

See the red car. I like it. It is a good car.

Do you see the red car? Do you like it?

Do you see John and Ann? Do you see them in the car?

Do you like to study English? Do you like it?

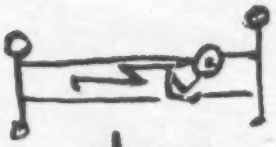
TROUBLESOME VOWEL SOUNDS

sheep

ship

sip

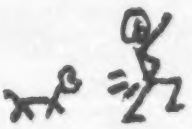
slip



sleep

slap

beat



bite
bit

bait

bat

beet

bet

CHECK-UP FOR ORAL COMPREHENSION

Issue pencil and drawing paper to the students, then read the following commands to the students.

Put your name in the top right corner of the paper.

Under your name write the date.

Draw a long line down the left side of the page.

Make a circle around the year.

Put an X in the lower left corner of the page.

Circle the X.

Draw a box in the center of the page.

Make a verticle line over the box.

Put a horizontal line across the bottom of the page.

Draw a line from the box to the date.

Draw a tree on your page.

Draw a line through the tree.

Draw an apple on the ground under the tree.

Put a triangle in the top left corner of your paper.

Over the line at the bottom of your page, write to ten.

Fold your paper vertically and pass it to the person in front of you.

IF

If you go to America, you will learn English.

You will learn English if you go to America.

If I get hungry, I will eat.

I will eat if I get hungry.

If I look, I will see the _____ (use a familiar noun).

I will see the _____ if I look.

If I get the money I will buy a car.

I will buy a car if I get the money.

If I wash my hair, it will be clean.

My hair will be clean if I wash it.

If you go fast, you won't be late.

You won't be late if you go fast.

If you work, you will learn fast.

You will learn fast if you work.

If we go to the store, we will buy food.

We will buy food if we go to the store.

If I rest, I will not be tired.

I will not be tired if I rest.

If I get sick, I will go to the doctor.

I will go to the doctor if I get sick.

FROM

He is swinging from a rope.

She is drinking from a glass.

He is drinking from a jug.

He is drinking from a bottle.

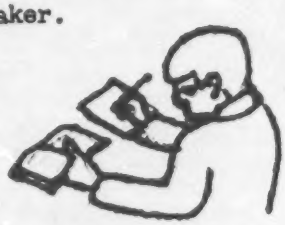
He is fishing from a boat.

He is fishing from the bank.

It is falling from the tree.

Tears are falling from her eyes.

Salt is falling from the salt shaker.



He is copying from a book.

He got the food from the store.

The bubbles are coming from the pipe.

WHY

Why do we eat? We eat because we are hungry.

Why do we study? We study because we need to learn.

Why do we wear coats? Because it is cold.

Why do we sleep? We sleep because we are tired.

WHAT

What is your name?

What do I have in my hand?

Do you see what this is?

What is that on the wall?

What is today's date?

What are you wearing today?

What time is it?

What a pretty ring you have!

WHO

Who are you?

Do you know who I am?

Who is the teacher in here?

Who is the student?

The word "who" tells about people.

WHEN

When do we sleep? We sleep at night.

When do you get up? You get up in the morning.

Do you know when we eat lunch? We eat lunch at ____ o'clock.

The word "when" tells about time.

WHERE

The word "where" tells about places. Where do you live, etc.

WHO, WHERE, HOW, WHEN, WHAT, WHY

Sentences and questions are to be read to the children.

After the children went to school, Mother drove to the grocery store.

Who did this? (Mother)
Where did she go? (grocery store)
How did she go? (in the car)
When did she go? (in the morning)
What did she go for (or why did she go)? (groceries or to buy groceries)

The cat walked slowly to the dark alley where the mice were.

Who did this? (cat)
Where did it go? (alley)
How did it go? (slowly, walked)
When did it go? (at night)
What did it go for (or why did it go)? (mice or to catch mice)

One morning, a boy got on his bicycle and went to the market for some bread.

Who did this? (a boy)
Where did he go? (market)
How did he go? (bicycle)
When did he go? (in the morning)
What did he go for (or why did he go)? (to get bread)

The young girl ran down the stairs of the two-story house and out to look at the star.

Who did this? (a girl)
What floor did she live on? (second)
Where did she go? (outside)
When did she do this? (at night)
How did she go? (fast)
What did she want to do? (look at a star)

At 7:00 a.m. Mr. Green put his lunch box in his truck, started the motor and drove away.

Who did this? (Mr. Green)
What did he have in his hand? (lunch box)
Where did he put his lunch box? (in the truck)
Where was he going? (to work)
Why did he take his lunch? (accept any logical answer)
How does Mr. Green get to work? (drives)

PRESENT (now, Today)

Singular (one)	Plural (more)
I am	We are
You are	You are
He is, it is	They are

PAST (Yesterday, last week)

Singular	Plural
I was	We were
You were	You were
He was, it was	They were

FUTURE (tomorrow, next week)

Singular	Plural
I shall be	We shall be
You will be	You will be
He will be, it will be	They will be

VERBS
(doing words)
A Quick Reference for Verb Forms

Tomorrow	Now	Yesterday	
I will	I am...	I...	They have, had..
He will...	He is...	He...	He has, had...
ache	aching	ached (t)	ached (t)
act	acting	acted (ed)	acted (ed)
add	adding	added (ed)	added (ed)
agree	agreeing	agreed	agreed
amaze	amazed	amazed	amazed
amuse	amusing	amused	amused
answer	answering	answered	answered
apologize	apologizing	apologized	apologized
arrest	arresting	arrested (ed)	arrested (ed)
ask	asking	asked (t)	asked (t)
bake	baking	baked (t)	baked (t)
balance	balancing	balanced (t)	balanced (t)
bat	batting	batted (ed)	batted (ed)
beat	beating	beat	beaten
begin	beginning	began	begun
behave	behaving	behaved	behaved
belong	belonging	belonged	belonged
bend	bending	bent	bent
bite	biting	bit	bitten
blame	blaming	blamed	blamed
bleed	bleeding	bled	bled
blow	blowing	blew	blown
boil	boiling	boiled	boiled
boost	boosting	boosted (ed)	boosted (ed)
bear	bearing	bore	born
borrow	borrowing	borrowed	borrowed
bounce	bouncing	bounced (t)	bounced (t)
break	breaking	broke	broken
breathe	breathing	breathed	breathed
bring	bringing	brought	brought
build	building	built	built
bump	bumping	bumped (t)	bumped (t)
burn	burning	burned	burned
buy	buying	bought	bought
call	calling	called	called
come	coming	came	come
camp	camping	camped (t)	camped (t)
care	caring	cared	cared
carry	carrying	carried	carried
catch	catching	caught	caught
change	changing	changed	changed
chase	chasing	chased (t)	chased (t)
check	checking	checked (t)	checked (t)
chew	chewing	chewed	chewed
choose	choosing	chose	chosen
circle	circling	circled	circled
claw	clawing	clawed	clawed
clean	cleaning	cleaned	cleaned
clear	clearing	cleared	cleared
climb	climbing	climbed	climbed

Tomorrow	Now	Yesterday	
I will...	I am...	I...	They have, had...
He will...	He is...	He...	He has, had...
close	closing	closed	closed
color	coloring	colored	colored
comb	combing	combed	combed
come	coming	came	come
cook	cooking	cooked (t)	cooked (t)
copy	copying	copied	copied
cough	coughing	coughed (t)	coughed (t)
count	counting	counted (ed)	counted (ed)
cover	covering	covered	covered
crack	cracking	cracked (t)	cracked (t)
crash	crashing	crashed (t)	crashed (t)
crawl	crawling	crawled	crawled
cross	crossing	crossed (t)	crossed (t)
cry	crying	cried	cried
cut	cutting	cut	cut
dance	dancing	danced (t)	danced (t)
decide	deciding	decided (ed)	decided (ed)
do	doing	did	done
die	dying	died	died
dig	digging	dug	dug
disappear	disappearing	disappeared	disappeared
discover	discovering	discovered	discovered
dive	diving	dived	dived
divide	dividing	divided (ed)	divided (ed)
draw	drawing	drew	drawn
dream	dreaming	dreamed	dreamed
dress	dressing	dressed (t)	dressed (t)
drink	drinking	drank	drunk
dribble	dribbling	dribbled	dribbled
drive	driving	drove	driven
drop	dropping	dropped (t)	dropped (t)
dry	drying	dried	dried
dig	digging	dug	dug
dump	dumping	dumped (t)	dumped (t)
dust	dusting	dusted (ed)	dusted (ed)
eat	eating	ate	eaten
elect	electing	elected (ed)	elected (ed)
empty	emptying	emptied	emptied
enter	entering	entered	entered
escape	escaping	escaped (t)	escaped (t)
expect	expecting	expected (ed)	expected (ed)
explain	explaining	explained	explained
explore	exploring	explored	explored
face	facing	faced (t)	faced (t)
fall	falling	fell	fallen
feed	feeding	fed	fed
feel	feeling	felt	felt
fight	fighting	fought	fought
fill	filling	filled	filled
find	finding	found	found
finish	finishing	finished (t)	finished (t)
fish	fishing	fished (t)	fished (t)

Tomorrow	Now	Yesterday	They have, had...
I will...	I am...	I...	He has, had...
He will...	He is...	He...	
fix	fixing	fixed (t)	fixed (t)
float	floating	floated (ed)	floated (ed)
fly	flying	flew	flown
fold	folding	folded (ed)	folded (ed)
follow	following	followed	followed
forget	forgetting	forgot	forgotten
forgive	forgiving	forgave	forgiven
free	freeing	freed	freed
freeze	freezing	froze	frozen
frighten	frighting	frightened	frightened
gather	gathering	gathered	gathered
get	getting	got	gotten
give	giving	gave	given
glue	gluing	glued	glued
go	going	went	gone
grow	growing	grew	grown
growl	growling	growled	growled
guess	guessing	guessed (t)	guessed (t)
hammer	hammering	hammered	hammered
hang	hanging	hung	hung
hate	hating	hated	hated
hear	hearing	heard	heard
heat	heating	heated (ed)	heated (ed)
help	helping	helped (t)	helped (t)
hide	hiding	hid	hidden
hit	hitting	hit	hit
hold	holding	held	held
hop	hopping	hopped (t)	hopped (t)
hope	hoping	hoped (t)	hoped (t)
hug	hugging	hugged	hugged
hurt	hurting	hurt	hurt
iron	ironing	ironed	ironed
itch	itching	itched (t)	itched (t)
join	joining	joined	joined
jump	jumping	jumped (t)	jumped (t)
keep	keeping	kept	kept
kick	kicking	kicked (t)	kicked (t)
kill	killing	killed	killed
kiss	kissing	kissed (t)	kissed (t)
know	knowing	knew	known
lay	laying	laid	laid
lead	leading	led	led
leak	leaking	leaked (t)	leaked (t)
leave	leaving	left	left
let	letting	let	let
lick	licking	licked (t)	licked (t)
lie (tell)	lying	lied	lied
lie (in bed)	lying	lay	lain
lift	lifting	lifted (ed)	lifted (ed)
light	lighting	lighted (ed)	lighted (ed)
like	liking	liked (t)	liked (t)
listen	listening	listened	listened
live	living	lived	lived

Tomorrow	Now	Yesterday	
I will...	I am...	I...	They have, had...
He will...	He is...	He...	He has, had...
lock	locking	locked (t)	locked (t)
look	looking	looked (t)	looked (t)
lose	losing	lost	lost
love	loving	loved	loved
mail	mailing	mailed	mailed
make	making	made	made
march	marching	marched (t)	marched (t)
marry	marrying	married	married
match	matching	matched (t)	matched (t)
mean	meaning	meant	meant
meet	meeting	met	met
mess	messing	messed (t)	messed (t)
milk	milking	milked (t)	milked (t)
miss	missing	missed (t)	missed (t)
mix	mixing	mixed (t)	mixed (t)
move	moving	moved	moved
multiply	multiplying	multiplied	multiplied
nail	nailing	nailed	nailed
name	naming	named	named
need	needing	needed (ed)	needed (ed)
number	numbering	numbered	numbered
open	opening	opened	opened
pack	packing	packed (t)	packed (t)
paint	painting	painted (ed)	painted (ed)
parade	parading	paraded (ed)	paraded (ed)
park	parking	parked (t)	parked (t)
pass	passing	passed (t)	passed (t)
paste	pasting	pasted (ed)	pasted (ed)
pat	patting	patted (ed)	patted (ed)
pay	paying	paid	paid
peek	peeking	peeked (t)	peeked (t)
pet	petting	petted (ed)	petted (ed)
phone	phoning	phoned	phoned
pick	picking	picked (t)	picked (t)
pile	piling	piled	piled
pin	pinning	pinned	pinned
pitch	pitching	pitched (t)	pitched (t)
place	placing	placed (t)	placed (t)
plan	planning	planned	planned
play	playing	played	played
please	pleasing	pleased	pleased
point	pointing	pointed (ed)	pointed (ed)
poison	poisoning	poisoned	poisoned
pollute	polluting	polluted (ed)	polluted (ed)
pop	popping	popped (t)	popped (t)
pour	pouring	poured	poured
pray	praying	prayed	prayed
pretend	pretending	pretended (ed)	pretended (ed)
print	printing	printed (ed)	printed (ed)
promise	promising	promised (t)	promised (t)
protect	protecting	protected (ed)	protected (ed)
prove	proving	proved	proved
pull	pulling	pulled	pulled
punch	punching	punched (t)	punched (t)

Tomorrow	Now	Yesterday	
I will...	I am...	I...	They have, had...
He will...	He is...	He...	He has, had...
punish	punishing	punished (t)	punished (t)
push	pushing	pushed (t)	pushed (t)
put	putting	put	put
race	racing	raced (t)	raced (t)
raise	raising	raised	raised
reach	reaching	reached (t)	reached (t)
read	reading	read (red)	read (red)
relax	relaxing	relaxed (t)	relaxed (t)
rest	resting	rested (ed)	rested (ed)
return	returning	returned	returned
ride	riding	rode	ridden
roast	roasting	roasted (ed)	roasted (ed)
rob	robbing	robbed	robbed
rock	rocking	rocked (t)	rocked (t)
roll	rolling	rolled	rolled
rub	rubbing	rubbed	rubbed
rule	ruling	ruled	ruled
run	running	ran	run
save	saving	saved	saved
say	saying	said	said
scare	scaring	scared	scared
scratch	scratching	scratched (t)	scratched (t)
see	seeing	saw	seen
sell	selling	sold	sold
send	sending	sent	sent
serve	serving	served	served
set	setting	set	set
sew	sewing	sewed	sewed
shake	shaking	shook	shaken
shape	shaping	shaped (t)	shaped (t)
share	sharing	shared	shared
sharpen	sharpening	sharpened	sharpened
shop	shopping	shopped (t)	shopped (t)
shovel	shoveling	shoveled	shoveled
show	showing	showed	showed
shower	showering	showered	showered
shut	shutting	shut	shut
sign	signing	signed	signed
sing	singing	sang	sung
sink	sinking	sank	sunk
sit	sitting	sat	sat
skate	skating	skated (ed)	skated (ed)
skip	skipping	skipped (t)	skipped (t)
sleep	sleeping	slept	slept
slide	sliding	slid	slid
slip	slipping	slipped (t)	slipped (t)
smell	smelling	smelled	smelled
smile	smiling	smiled	smiled
smoke	smoking	smoked (t)	smoked (t)
smooth	smoothing	smoothed	smoothed
snap	snapping	snapped (t)	snapped (t)
sneeze	sneezing	sneezed	sneezed
spank	spanking	spanked (t)	spanked (t)

Tomorrow	Now	Yesterday	
I will...	I am...	I...	They have, had..
He will...	He is...	He...	He has, had...
speak	speaking	spoke	spoken
spell	spelling	spelled	spelled
spend	spending	spent	spent
spill	spilling	spilled	spilled
spin	spinning	spun	spun
splash	splashing	splashed (t)	splashed (t)
squeeze	squeezing	squeezed	squeezed
stand	standing	stood	stood
stare	staring	stared	stared
start	starting	started (ed)	started (ed)
stay	staying	stayed	stayed
steal	stealing	stole	stolen
step	stepping	stepped (t)	stepped (t)
stick	sticking	stuck	stuck
stir	stirring	stirred	stirred
stop	stopping	stopped (t)	stopped (t)
storm	storming	stormed	stormed
stretch	stretching	stretched (t)	stretched (t)
strike	striking	struck	struck
subtract	subtracting	subtracted (ed)	subtracted (ed)
suppose	supposing	supposed	supposed
surprise	surprising	surprised	surprised
swallow	swallowing	swallowed	swallowed
sweep	sweeping	swept	swept
swell	swelling	swelled	swelled
swim	swimming	swam	swum
swing	swinging	swung	swung
take	taking	took	taken
talk	talking	talked (t)	talked (t)
taste	tasting	tasted (ed)	tasted (ed)
teach	teaching	taught	taught
tear	tearing	tore	torn
tease	teasing	teased	teased
tell	telling	told	told
thank	thanking	thanked (t)	thanked (t)
think	thinking	thought	thought
thread	threading	threaded (ed)	threaded (ed)
tie	tying	tied	tied
toast	toasting	toasted (ed)	toasted (ed)
touch	touching	touched (t)	touched (t)
trade	trading	traded (ed)	traded (ed)
travel	traveling	traveled	traveled
trick	tricking	tricked (t)	tricked (t)
trip	tripping	tripped (t)	tripped (t)
try	trying	tried	tried
turn	turning	turned	turned
understand	understanding	understood	understood
undress	undressing	undressed (t)	undressed (t)
use	using	used	used
visit	visiting	visited (ed)	visited (ed)
vote	voting	voted (ed)	voted (ed)
wait	waiting	waited (ed)	waited (ed)
wake	waking	woke	waked (t)
walk	walking	walked (t)	walked (t)

Tomorrow	Now	Yesterday	
I will...	I am...	I...	They have, had...
He will...	He is...	He...	He has, had...
want	wanting	wanted (ed)	wanted (ed)
warm	warming	warmed	warmed
wash	washing	washed (t)	washed (t)
watch	watching	watched (t)	watched (t)
water	watering	watered	watered
wear	wearing	wore	worn
whisper	whispering	whispered	whispered
wind	winding	wound	wound
wipe	wiping	wiped (t)	wiped (t)
wish	wishing	wished (t)	wished (t)
work	working	worked (t)	worked (t)
write	writing	wrote	written
yawn	yawning	yawned	yawned
yell	yelling	yelled	yelled
zip	zipping	zipped (t)	zipped (t)